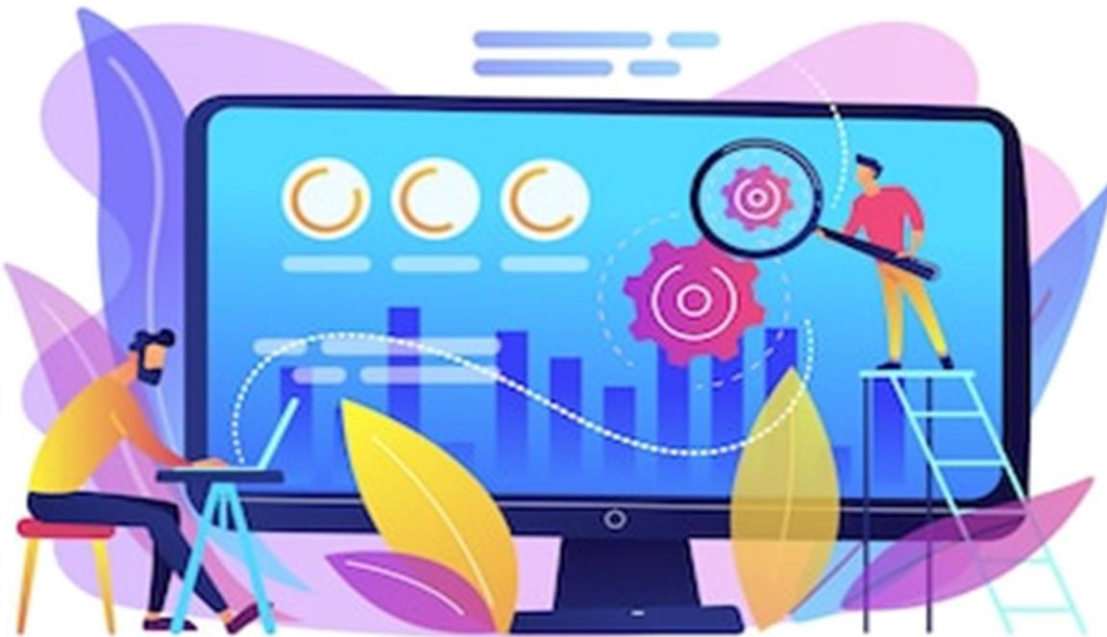# Curriculum mapbook
# ICT

## 5th.Prim – second Term 2023 – 2024

# the computer preparation bookvision

**The vision of the computer preparation notebook aims to raise the level of the teacher scientifically and educationally andthus raise the educational level (Technology) to be clear and contain all the capabilities that help the teacher manage the class in a appropriate atmosphere, using modern technology tools and taking into account the individual differences of the students.**

# the computer preparation book mission

- **Choosing and formulating various objectives (cognitive - skill - emotional), taking into account the integrity of the formulation and the individual differences of students, using modern technology methods.**

- **Creating an environment that stimulates learning and creativity to raise the level of students in computer science.**

- **Choosing the best educational, pedagogical and administrative strategies and training them on them and developing them**

- **Choosing scientific methods and means in teaching and using technology to support and enhanceAnd facilitating the educational process.**

- **Use a presentation to explain the lesson, simplified and omprehensive, for all points of the lesson**

- **Using various evaluation methods, taking into account the individual differences of students and taking into account the measurement of goals**

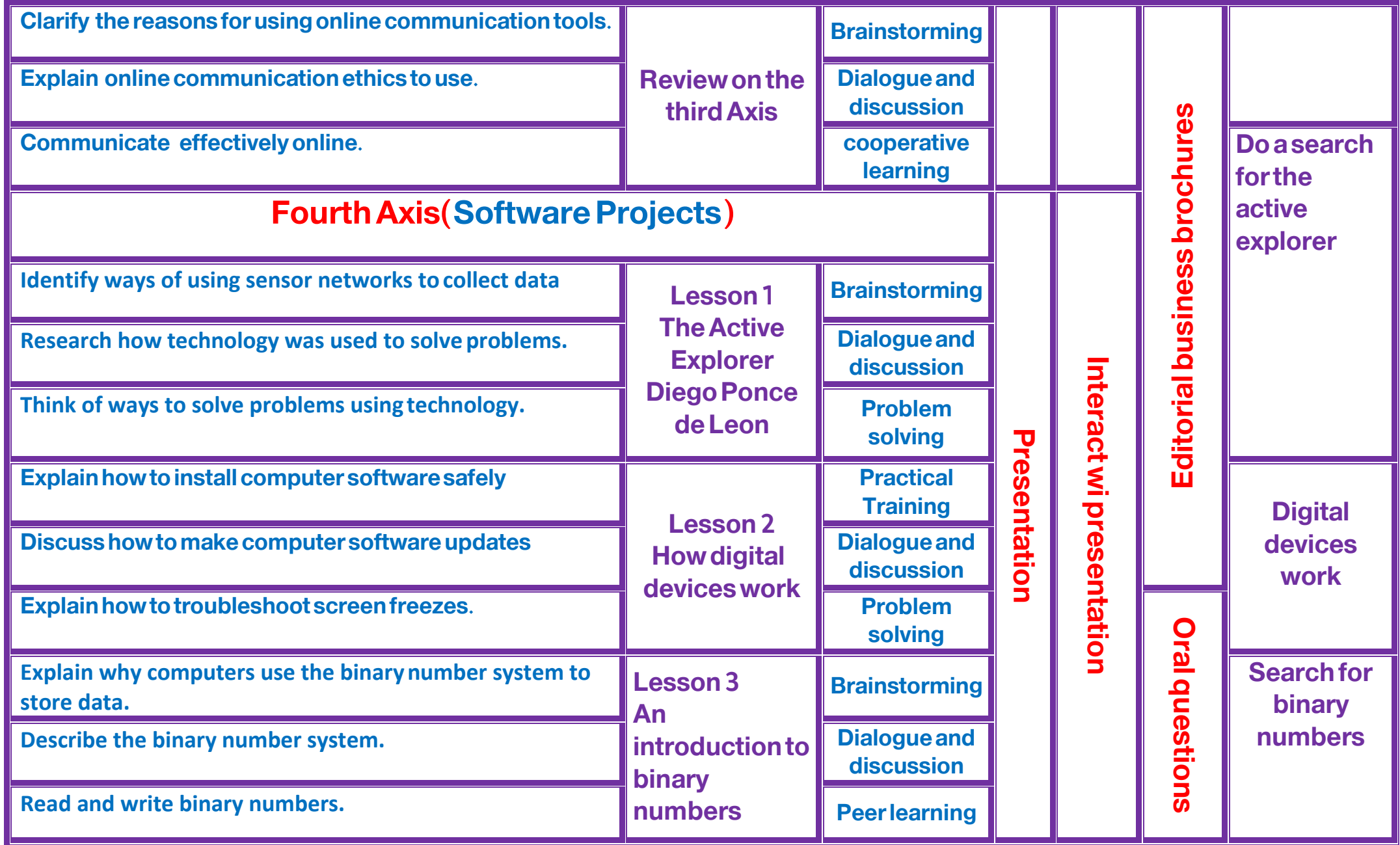- **Conclude the lesson in an appropriate and varied manner**

|  Teacher | Guider | School manager |
|---|---|---|
| ............. | .................. | .......................... |

| learning outcomes | current curriculum content | Strategy | Teaching aids | ar method | ce and evidenc | enrichment activities |
|---|---|---|---|---|---|---|
| **The Third axis: (Digital Citizenship)** | | | | | | |
| **Clarify examples of how information is shared.** | **Lesson 1 Active Explorer Peg Keiner** | **Brainstorming** | **Electronic board** | **Student's Book** | **Lesson preparation book activities** | **Do a search for Big Keener** |
| **Identify with digital tools in an easy and secure way.** | | **discussion –** | | | | |
| **Realize the importance of posting accurate information online.** | | **– cooperative learning** | | | | |
| **Clarify examples of how information is shared.** | **Lesson 2 Digital citizenship and social responsibility** | **practical training** | | | | **Research on digital citizenship** |
| **Identify with digital tools in an easy and secure way.** | | **Dialogue and discussion** | | | | |
| **Realize the importance of being digitally responsible.** | | **Problem solving** | | | | |
| **Discuss how to communicate online with people.** | **Lesson 3 Online communication** | **Brainstorming** | | | | **Make an online connection** |
| **Acquiring writing and speaking skills when** | | **Dialogue and discussion** | | | | |
| **communicating via the Internet in an ethical manner.** | | | | | | |
| **Discuss what's included on information website.** | **Lesson 4: Information websites** | **Brainstorming** | | | | **Search online** |
| **Explain the tools and features that make a website easier to use.** | | **Critical thinking** | | | | |
| **Realize the importance of tools that can be used to create websites.** | | **practical training** | | | | |

| Objectives | Lesson | Methods | Student's Book | Students note | that the student did with his classmates | |
|---|---|---|---|---|---|---|
| Different between commercial and non–commercial websites. | Lesson 5 Commercial and non–commercial internet services | Dialogue and discussion | | | | Use of the commercial website |
| Uses The Internet to obtain information about products in an accurate manner. | | practical training | | | | |
| Realize how his online activity affects ad impressions. | | Problem solving | | | | |
| Different between commercial and non–commercial websites. | Lesson 6 Using ICT for content creation | cooperative learning | | | | Make a demonstration of the use of technology |
| Uses The Internet to obtain information about products in an accurate manner. | | Dialogue and discussion | | | | |
| Realize how his online activity affects ad impressions. | | practical training | | | | |
| Determine the use of information web sources a available online. | Lesson 7 How to choose online Sources | Brainstorming | | | | Make a selection for a specific source |
| Explain how to tell whish sources are more reliable. | | Dialogue and discussion | | | | |
| Create a presentation using reliable sources. | | Critical thinking | | | | |
| Clarify the reasons for using online communication tools. | Lesson 8 Choosing between synchronous and asynchronous communication | Brainstorming | | | | Do research on communication |
| Explain online communication ethics to use. | | Dialogue and discussion | | | | |
| Communicate effectively online. | | practical training | | | | |

| Objectives | Lesson | Strategies | | | Assessment | Activities |
|---|---|---|---|---|---|---|
| Clarify the reasons for using online communication tools. | Review on the third Axis | Brainstorming | Presentation | Interact wi presentation | Editorial business brochures | Do a search for the active explorer |
| Explain online communication ethics to use. | | Dialogue and discussion | | | | |
| Communicate effectively online. | | cooperative learning | | | | |
| **Fourth Axis (Software Projects)** | | | | | | |
| Identify ways of using sensor networks to collect data | Lesson 1 The Active Explorer Diego Ponce de Leon | Brainstorming | | | | |
| Research how technology was used to solve problems. | | Dialogue and discussion | | | | |
| Think of ways to solve problems using technology. | | Problem solving | | | | |
| Explain how to install computer software safely | Lesson 2 How digital devices work | Practical Training | | | | Digital devices work |
| Discuss how to make computer software updates | | Dialogue and discussion | | | | |
| Explain how to troubleshoot screen freezes. | | Problem solving | | | Oral questions | |
| Explain why computers use the binary number system to store data. | Lesson 3 An introduction to binary numbers | Brainstorming | | | | Search for binary numbers |
| Describe the binary number system. | | Dialogue and discussion | | | | |
| Read and write binary numbers. | | Peer learning | | | | |

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| Explain the digital tools I may need to work on a project. | Lesson 4 Determining the needs for a digital project | Brainstorming | | | | Implementing a digital project |
| Classify the needs and roles in a group project I'm working on. | | Critical thinking | | | | |
| Share my feelings on my role in a group project. | | practical training | | | | |
| Discuss how to research, collect, classify, and process information to share with others. | Lesson 5 Gathering data and presenting information | Dialogue and discussion | the text book | home calendar solution | Student's Book | Collect data and display information |
| Explain the importance of digital information handling skills. | | practical training | | | | |
| Create a graph to share specific information. | | Problem solving | | | | |
| Discuss the importance of using visuals and audio (multimedia) to enhance an informational presentation. | Lesson 6 : Presenting information in an appealing way | Peer learning | | | | Search for digital resources Conduct |
| Explain how to use digital tools like WordArt and Movie Maker. | | Dialogue and discussion | | | | |
| Discuss how I can use what I learned to make my own presentation more appealing | | practical training | | | | |
| Explain the value of using a storyboard to tell a story. | Lesson 7 : Producing an effective presentation | Brainstorming | | | | research on research and documentation processes |
| Discuss the 10-20-30 rule and how it relates to presenting information. | | Dialogue and discussion | | | | |
| Create a presentation for the issue I want to share. | | Critical thinking | | | | |
| Discuss the features that make websites appealing. | Lesson 8 : Web design principles | Brainstorming | | | | |
| Explain what HTML coding is and how it can help build a web page. | | Dialogue and discussion | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Create a poster, presentation, or simple web page to share a story. | | practical training | | | | |
| Mention the most important information he has gained in this axis. | Review on the fourth Axis | Brainstorming | | | | |
| Discusses how to break down big problems into small ones. | | Dialogue and discussion | | | | |
| Solve some of the exercises on the axis. | | Peer learning | | | | |